

SEN Provision Specifications

East Hunsbury Primary School

Penvale Road, Northampton, NN4 0QW

Type of Provision

East Hunsbury Primary Specialist Unit is a 35 place Unit Provision (UP) for pupils with severe learning difficulties where opportunities for structured inclusion within the mainstream exist to meet individual needs.



Admission Criteria and Arrangements

All admissions will be determined by the Local Authority in accordance with the 'SEN and Disability Code of Practice', July 2014, if the pupil has an EHC plan or in accordance with the 'SEN Code of Practice', November 2001, if the pupil has a statement of SEN. Consultation with the school will be in accordance with these documents, before the Local Authority makes a decision about placement.

The Unit Provision provides education for pupils with learning difficulties of a significant to severe nature. All pupils will have additional needs that may be associated with, for example, Down syndrome, Visual Impairment, Hearing Impairment or Global Delay.

Characteristics of the School

East Hunsbury Primary is a large and exciting primary school where difference and diversity is embraced and celebrated.

Description of the Provision

The Specialist Unit Provision (UP) offers pupils the following:

- Access to daily structured teaching following a modified curriculum based on a small step approach
- Small class groups with at least two key practitioners experienced in working with pupils with significant to severe learning difficulties
- Emphasis on total communication skills encompassing speech, signing, symbols and the written word
- Access to mainstream peer group models for play and social development
- A consistent, structured environment with secure, explicit boundaries, with opportunities to broaden experience and practice learning in a negotiated mainstream setting
- Consultation and advice from a range of specialist services

The UP has five classroom bases used flexibly and currently staffed by four teachers and five members of support staff. Classes generally have between six and nine pupils and are organised by chronological age; pupils may spend more than one year in a class. There is also a child directed play and communication base enabling pupils from the Specialist Unit and the mainstream to work and play together.

The Specialist Unit has its own hall space and library/ICT suite as well as a hygiene room and two separate toilet areas. The playground is well equipped with a large slide and shady areas as well as plenty of space to run around and be physical.



Arrangements for Including Students in Mainstream

The pupils in the Specialist Unit have access to, and experience of, a broad and balanced curriculum, designed to meet their educational needs. Inclusion takes place in a number of ways across the school, and consideration is given to the needs and rights of all pupils. A careful balance is constantly sought in order to meet the emotional, social and educational needs of pupils in the most appropriate and meaningful way.

Each class in the Specialist Unit links with a mainstream year group. Where possible learning is linked to key topics being taught in that link year group but is differentiated to meet the needs of the pupils in the UP. All pupils are given the opportunity to access mainstream assemblies, PE/Dance lessons & Music

lessons. Some pupils also access other areas of the curriculum such as Science or Art or Literacy or Numeracy. Inclusion within lessons is based on individual need and must be appropriate for the pupils within the UP, as well as conducive to the learning of mainstream pupils. Pupils are supported by staff from the Specialist Unit and inclusion is regularly reviewed.

During lunchtimes and playtimes some pupils within the UP may access mainstream settings whilst others remain within the Unit. Reverse inclusion also takes place at social times. Other opportunities for social inclusion include Golden Time & extra-curricular/enrichment events such as clubs, discos and fun nights.

Pupils and staff in the mainstream are taught Makaton Signing to develop communication for all and symbol supported text can be seen in both the Specialist Unit and the Mainstream.

Review arrangements

Role of School:

Review arrangements for students with EHC plans and for students with statements of SEN are set out in the relevant SEN Codes of Practice. East Hunsbury Primary School will adhere to these, ensuring that due process is followed and that relevant time frames are adhered to.

Role of the Local Authority:

The Local Authority will review a student's EHC plan and statement of SEN in accordance with the relevant SEN Codes of Practice. The Local Authority will ensure that due process is followed and that relevant time frames are adhered to.

Monitoring and Evaluation

For students:

- All pupils have termly, yearly and Key Stage learning targets.
- Teachers use P Scale/National Curriculum teacher assessment three times a year to track the progress of all pupils. Most pupils within the UP are working within P Scales P4 –P8, occasionally pupils work below P4 and some pupils work at a level beyond the P scales. The UP Manager analyses progress and feeds back to the SU teaching team highlighting areas for development and focus.
- All pupils have individual education targets linked to their statement and these are reviewed with families as part of the annual review.
- Each pupil has an annual review. Parents, pupils, teachers and other professionals are invited to the annual review to review progress over the year and set new targets for the year ahead. The pupil's statement or EHC plan is reviewed during this meeting.
- Parents and pupils are invited to attend two Teaching & Learning Conferences (TLCs) during the school year.
- All pupils receive an end of year school report detailing progress data and levels of attainment. Included with this report is a photo montage of the year to promote discussion at home.
- The school has developed expected outcomes from entry data for all pupils.
- Key points from data collection are shared with school governors.

For the provision:

The annual monitoring visit from the LA enables the UP to reflect on its good practice and set targets for the coming year.

Exit Arrangements

If as part of an annual review, parties at the meeting feel progress suggests a return to mainstream education would be appropriate, the following steps are taken:

- Views recorded as part of the annual review and next steps planned
- A reassessment of the pupils needs – engagement with the Educational Psychologist & other relevant professionals (speech & language therapist, occupational therapist)
- Support for the pupil and their family in finding out about suitable mainstream provision
- A written request to the LA for a change of statement/EHC plan
- Well planned transition to meet the needs of the individual and their family, for example an gradual increase in inclusion if within our own mainstream setting or regular supported visits if to another mainstream setting
- Transition review held with new provision

Future Development of the Provision

There will be continued development of the outreach programme for mainstream provisions within Northamptonshire, including ongoing development of the Down Syndrome Support Group for mainstream practitioners.

Staffing Details

We have an SEN Unit Manager who is also Assistant Head of the school, four teaching staff and six Key Workers. All staff have experience in working with pupils with severe learning difficulties.

For further information about the school, please visit its website:

www.easthunsburyprimary.org.uk